NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are ***not*** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: CAMDEN ACADEMY CHARTER HIGH SCHOOL	School: Camden Academy Charter High School
Chief School Administrator: DR. JOSEPH CONWAY	Address: 879 Beideman Ave., Camden, NJ 08105
Chief School Administrator's E-mail: jconway@camdencsn.org	Grade Levels: 9-12
Title I Contact: Dean Johnson	Principal: Marvin Jones
Title I Contact E-mail: djohnson@camdencsn.org	Principal's E-mail: mjones@camdencsn.org
Title I Contact Phone Number: 856-365-1000 ext. 105	Principal's Phone Number: 856-365-1000 EXT. 202

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____ _____ _____

Principal's Name (Print) **Principal's Signature** **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held _____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ _____, which comprised _____% of the school's budget in 2014-2015.
- State/local funds to support the school will be $_____, which will comprise _____% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA* §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***Add lines as necessary**.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Dean Johnson	Assessments Coordinator/Teacher	X	X	X	
Robert Clark	Math Teacher	X	X	X	
Maria Barreto	Parent	X	X	X	
Denise LaChapelle	Special Education	X	X	X	
Matt Naylor	History Teacher	X	X	X	
Marvin Jones	Principal	X	X	X	
Kyra O'Brian	Guidance Counselor	X	X	X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
1/21, 5/15, 5/16, 5/17		Comprehensive Needs Assessment	x		x	
5/15, 5/16, 5/17, 6/23		Schoolwide Plan Development	x		x	
January and May 2016		Program Evaluation	x		x	

Add rows as necessary.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Camden Academy will meet its mission by promoting interest within an individual's own education and a platform for societal participation.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (*Evaluation*). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? The program was implemented as planned. The transition counselors worked effectively as evidenced by the increase in parental involvement and review of logs including an increase in individual parent meetings, meetings and/or communication with incoming students from city middle schools, increased attendance at College Night program. After school and summer programs ran well and were well attended. The AccuPlacer testing took place for every student during the latter part of the academic year. That testing will continue as a pre and posttest during the 2015-2016 academic year, and the data will be fully analyzed and evaluated in July of 2016. The contemporary math course continued and will be replicated for the coming school year. Both mathematics and language arts literacy coaches modeled lessons as well as worked with teacher in designing lessons aligned to the common core state standards.
2. What were the strengths of the implementation process? The transitions counselors and the summer orientation programs continue to be the strengths of the process. Attendance was strong. Counselors ensure that most CACHS students were either in one of our summer programs or other programs and/or summer employment. Transition counselor outreach, planning, and implementation significantly aided in this success. Also the use of a supplementary math teachers and the infusion of more technology use in the classroom.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

3. What implementation challenges and barriers did the school encounter? One challenge that was particularly difficult was recruiting students for our Best Summer Ever Program. The goal of our counselors is to ensure that all students are involved in some type of program/activity over the summer. Often students chose to work than to attend a program where they could attain college credit. More and earlier parent outreach will happen this academic year to help parents support the benefits of accumulating college credit while in high school.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? The strengths of each step during the programs implementation was the useful data from the LoTi Math programs, the further developing of a partnership with Camden County College and staff excitement in the proposed programs. The weaknesses were to convince students to see extended day and year programs as positive steps toward their ultimate goals.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Buy-in from staff was obtained by discussing the programs at staff meetings and inviting staff to participate in the planning and implementation of the programs. It was also obtained by sharing data gleaned from programs. As a result, several staff requested specifically to work with summer orientation programs (rather than summer school) due to the expectations of the program. Parents were presented with proposed programs at various parent meeting opportunities including parent-teacher conferences, grade level parent meetings, College Night, as well as use of social networking.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? Staff perceived the same priority problems as the stakeholder/schoolwide committee. Tools used to measure the staff's perceptions were regular monthly departmental meetings as well as a staff survey.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? Community perceived the same priority problems as the stakeholder/schoolwide committee. Tools used to measure the staff's perceptions were questionnaires and one-on-one discussions at quarterly report card afternoon/evenings where parents are invited in to discuss their child(ren)'s progress.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? Methods of delivery for each program were large (class size) group sessions, small group sessions, and one-on-one sessions. Summer orientation, PARCC/SAT prep, contemporary math were both small and large group sessions. Transitions Counselors worked with both small group and one-on-one sessions. For example, the College Transitions counselor scheduled individual parent/student meetings to discuss college plans, set up timelines, review transcripts, explain college process, etc. during the summer with every rising senior. The High School Transition counselor met with groups of students and groups of parents as well as one-on-one.
9. How did the school structure the interventions? Interventions were structured according to program needs. Middle School/High School Transitions counselor conducted individual outreach after enrollment lottery to assist in any forms/paper work that needed to be done, met with in-coming 9th graders, but also met with groups of 9th graders to discuss specific transition issues. Afterschool

and summer programming were structured in small and large groups. The contemporary math program was structured as an elective class.

10. How frequently did students receive instructional interventions? Some students received instructional interventions daily. Others received interventions during program periods (ie. PARCC/SAT prep after school program that ran from Dec. through March; Summer Orientation and Best Summer Ever programs ran during the month of July, transition counselors conduct interventions throughout the entire year).
11. What technologies did the school use to support the program? Several technologies were utilized to support the program including Nexus 10 and iPad tablets, laptop computers for AccuPlacer online diagnostic and college entrance testing. Students also utilized several tablet applications including Naviance, Khan Academy, Schoolology, Google Docs, etc.
12. Did the technology contribute to the success of the program and, if so, how? The technology contributed to the success of the program significantly by allowing first for the staff to be able to communicate more effectively with students, parents, and other staff. Two, the ability for online testing ensured a consistent testing environment as well as giving students the experiences similar to PARCC testing. Three, the extensive use of Naviance helped counselors maintain communication with all students.

Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12	1	4	Afterschool and summer programming, second LAL course to curriculum; small group tutoring	Service resulted in high percentage of proficiencies. A second course that focused on writing strengthened the students' skills. Small group tutoring helped teachers focus on students' individual needs. Afterschool programming also aided in reinforcement of skills.

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12	24	25	Scheduled remedial Math course; small group tutoring, afterschool programming	The service resulted in an improved amount of proficiencies in the October assessment. After students learned they had successfully passed the AHSA, their

				motivation to pass the HSPA greatly declined; though results improved from previous year indicating some success.

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9	33	56	Transitions Counselor; After school tutoring; ancillary prep materials	Used in-house End of Course instrument. In
Grade 10	8	40	After school tutoring; ancillary prep materials	Used in-house End of Course instrument.

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9	18	42	Transitions Counselor; After school tutoring; ancillary prep materials	Used in-house End of Course instrument.
Grade 10	12	51	Contemporary Math Course; After school tutoring; ancillary prep materials	Used in-house End of Course instrument.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Summer Orientations *"Best Summer Ever" Program Reading/Writing through technology Renaissance/Transitions through 8/9 Transition Counselor and a College Transition Counselor *Literacy Coach Naviance	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA language arts literacy, 57% of students with disabilities scored proficient. In HSPA mathematics, 14% of students with disabilities scored proficient. By the senior year, all students with disabilities take the SAT at least once.
Math	Students with Disabilities	Summer Orientations *"Best Summer Ever" Program Reading/Writing through technology Renaissance/Transitions through 8/9 Transition Counselor and a College Transition Counselor *Literacy Coach Naviance	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA language arts literacy, 57% of students with disabilities scored proficient. In HSPA mathematics, 14% of students with disabilities scored proficient. By the senior year, all students with disabilities take the SAT at least once.
ELA	Homeless				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Summer Orientations *"Best Summer Ever" Program Reading/Writing through technology Renaissance/Transitions through 8/9 Transition Counselor and a College Transition Counselor *Literacy Coach Naviance	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA language arts literacy, 96% of the total population of the 2015 cohort were proficient (combined proficient and advanced proficient scores) after three tests. During the 2014-2015 academic year, 81 students from the entire student population were eligible to be a Renaissance card holder for three or more marking periods. During the 2014-2015 academic year, the average SAT Reading score was 407.
Math	Economically Disadvantaged	Summer Orientations *"Best Summer Ever" Program Reading/Writing through technology Renaissance/Transitions through 8/9 Transition Counselor and a College Transition Counselor	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA mathematics, 75% of the total population of the 2015 cohort were proficient (combined proficient and advanced proficient scores) after three tests. During the 2014-2015 academic year, 81 students from the entire student population were eligible to be a Renaissance card holder for three or more marking periods. During the 2014-2015 academic year, the average SAT math score

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		*Literacy Coach Naviance			was 409.
ELA		Summer Orientations *"Best Summer Ever" Program Reading/Writing through technology Renaissance/Transitions through 8/9 Transition Counselor and a College Transition Counselor *Literacy Coach Naviance	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA language arts literacy, 96% of the total population of the 2015 cohort were proficient (combined proficient and advanced proficient scores) after three tests. During the 2014-2015 academic year, 81 students from the entire student population were eligible to be a Renaissance card holder for three or more marking periods. During the 2014-2015 academic year, the average SAT Reading score was 407.
Math		Summer Orientations *"Best Summer Ever" Program Reading/Writing through technology Renaissance/Transitions through 8/9 Transition Counselor and a College Transition Counselor *Literacy Coach Naviance	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA mathematics, 75% of the total population of the 2015 cohort were proficient (combined proficient and advanced proficient scores) after three tests. During the 2014-2015 academic year, 81 students from the entire student population were eligible to be a Renaissance card holder for three or more marking periods. During the 2014-2015 academic year, the average SAT math score was 409.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Summer Orientations *"Best Summer Ever" Program Reading/Writing through technology Renaissance/Transitions through 8/9 Transition Counselor and a College Transition Counselor *Literacy Coach Naviance	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA language arts literacy, 57% of students with disabilities scored proficient. In HSPA mathematics, 14% of students with disabilities scored proficient. By the senior year, all students with disabilities take the SAT at least once.
Math	Students with Disabilities	Summer Orientations *"Best Summer Ever" Program Reading/Writing through technology Renaissance/Transitions through 8/9 Transition Counselor and a College Transition Counselor *Literacy Coach Naviance	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA language arts literacy, 57% of students with disabilities scored proficient. In HSPA mathematics, 14% of students with disabilities scored proficient. By the senior year, all students with disabilities take the SAT at least once.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Summer Orientations *"Best Summer Ever" Program Reading/Writing through technology Renaissance/Transitions through 8/9 Transition Counselor and a College Transition Counselor *Literacy Coach Naviance	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA language arts literacy, 96% of the total population of the 2015 cohort were proficient (combined proficient and advanced proficient scores) after three tests. During the 2014-2015 academic year, 81 students from the entire student population were eligible to be a Renaissance card holder for three or more marking periods. During the 2014-2015 academic year, the average SAT Reading score was 407.
Math	Economically Disadvantaged	Summer Orientations *"Best Summer Ever" Program Reading/Writing through technology Renaissance/Transition	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA mathematics, 75% of the total population of the 2015 cohort were proficient (combined proficient and advanced proficient scores) after three tests. During the 2014-2015 academic year, 81 students from the entire student population were eligible to

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		s through 8/9 Transition Counselor and a College Transition Counselor *Literacy Coach Naviance			be a Renaissance card holder for three or more marking periods. During the 2014-2015 academic year, the average SAT math score was 409.
ELA		Summer Orientations *"Best Summer Ever" Program Reading/Writing through technology Renaissance/Transitions through 8/9 Transition Counselor and a College Transition Counselor *Literacy Coach Naviance	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA language arts literacy, 96% of the total population of the 2015 cohort were proficient (combined proficient and advanced proficient scores) after three tests. During the 2014-2015 academic year, 81 students from the entire student population were eligible to be a Renaissance card holder for three or more marking periods. During the 2014-2015 academic year, the average SAT Reading score was 407.
Math		Summer Orientations *"Best Summer Ever" Program Reading/Writing through technology Renaissance/Transitions through 8/9 Transition Counselor and a College Transition Counselor *Literacy Coach	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA mathematics, 75% of the total population of the 2015 cohort were proficient (combined proficient and advanced proficient scores) after three tests. During the 2014-2015 academic year, 81 students from the entire student population were eligible to be a Renaissance card holder for three or more marking periods. During the 2014-2015 academic year, the average SAT math score was 409.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Naviance			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Technology Literacy Effective use of technology in the classroom	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA language arts literacy, 57% of students with disabilities scored proficient. In HSPA mathematics, 14% of students with disabilities scored proficient. By the senior year, all students with disabilities take the SAT at least once.
Math	Students with Disabilities	Technology Literacy Effective use of technology in the classroom	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA language arts literacy, 57% of students with disabilities scored proficient. In HSPA mathematics, 14% of students with disabilities scored proficient. By the senior year, all students with disabilities take the SAT at least once.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Technology Literacy Effective use of technology in the classroom	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA language arts literacy, 96% of the total population of the 2015 cohort were proficient (combined proficient and advanced proficient scores) after three tests. During the 2014-2015 academic year, 81 students from

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					the entire student population were eligible to be a Renaissance card holder for three or more marking periods. During the 2014-2015 academic year, the average SAT Reading score was 407.
Math	Economically Disadvantaged	Technology Literacy Effective use of technology in the classroom	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA mathematics, 75% of the total population of the 2015 cohort were proficient (combined proficient and advanced proficient scores) after three tests. During the 2014-2015 academic year, 81 students from the entire student population were eligible to be a Renaissance card holder for three or more marking periods. During the 2014-2015 academic year, the average SAT math score was 409.
ELA		Technology Literacy Effective use of technology in the classroom	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA language arts literacy, 96% of the total population of the 2015 cohort were proficient (combined proficient and advanced proficient scores) after three tests. During the 2014-2015 academic year, 81 students from the entire student population were eligible to be a Renaissance card holder for three or more marking periods. During the 2014-2015 academic year, the average SAT Reading score was 407.
Math		Technology Literacy Effective use of technology in the classroom	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA mathematics, 75% of the total population of the 2015 cohort were proficient (combined proficient and advanced proficient scores) after three tests. During the 2014-2015 academic year, 81 students from

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					the entire student population were eligible to be a Renaissance card holder for three or more marking periods. During the 2014-2015 academic year, the average SAT math score was 409.

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	RealTime Chromebooks Naviance Transitions counselors	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA language arts literacy, 57% of students with disabilities scored proficient. In HSPA mathematics, 14% of students with disabilities scored proficient. By the senior year, all students with disabilities take the SAT at least once.
Math	Students with Disabilities	RealTime Chromebooks Naviance Transitions counselors	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA mathematics, 75% of the total population of the 2015 cohort were proficient (combined proficient and advanced proficient scores) after three tests. During the 2014-2015 academic year, 81 students from the entire student population were eligible to be a Renaissance card holder for three or more marking periods. During the 2014-2015 academic year, the average SAT math score was 409.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	RealTime Chromebooks Naviance Transitions counselors	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA language arts literacy, 96% of the total population of the 2015 cohort were proficient (combined proficient and advanced proficient scores) after three tests. During the 2014-2015 academic year, 81 students from the entire student population were eligible to be a Renaissance card holder for three or more marking periods. During the 2014-2015 academic year, the average SAT Reading score was 407.
Math	Economically Disadvantaged	RealTime Chromebooks Naviance Transitions counselors	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA mathematics, 75% of the total population of the 2015 cohort were proficient (combined proficient and advanced proficient scores) after three tests. During the 2014-2015 academic year, 81 students from the entire student population were eligible to be a Renaissance card holder for three or more marking periods. During the 2014-2015 academic year, the average SAT math score was 409.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA		RealTime Chromebooks Naviance Transitions counselors	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA language arts literacy, 96% of the total population of the 2015 cohort were proficient (combined proficient and advanced proficient scores) after three tests. During the 2014-2015 academic year, 81 students from the entire student population were eligible to be a Renaissance card holder for three or more marking periods. During the 2014-2015 academic year, the average SAT Reading score was 407.
Math		RealTime Chromebooks Naviance Transitions counselors	yes	HSPA data SAT data Benchmark data Renaissance data	In HSPA mathematics, 75% of the total population of the 2015 cohort were proficient (combined proficient and advanced proficient scores) after three tests. During the 2014-2015 academic year, 81 students from the entire student population were eligible to be a Renaissance card holder for three or more marking periods. During the 2014-2015 academic year, the average SAT math score was 409.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____	_____	_____
Principal's Name (Print)	**Principal's Signature**	**Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	HSPA data SAT data Benchmark data Renaissance data	In HSPA language arts literacy, 96% of the total population of the 2015 cohort were proficient (combined proficient and advanced proficient scores) after three tests. During the 2014-2015 academic year, 81 students from the entire student population were eligible to be a Renaissance card holder for three or more marking periods. During the 2014-2015 academic year, the average SAT Reading score was 407.
Academic Achievement - Writing	HSPA data SAT data Benchmark data Renaissance data	In HSPA language arts literacy, 96% of the total population of the 2015 cohort were proficient (combined proficient and advanced proficient scores) after three tests. During the 2014-2015 academic year, 81 students from the entire student population were eligible to be a Renaissance card holder for three or more marking periods. During the 2014-2015 academic year, the average SAT Reading score was 407.
Academic Achievement - Mathematics	HSPA data SAT data Benchmark data Renaissance data	In HSPA mathematics, 75% of the total population of the 2015 cohort were proficient (combined proficient and advanced proficient scores) after three tests. During the 2014-2015 academic year, 81 students from the entire student population were eligible to be a Renaissance card holder for three or more marking periods. During the 2014-2015 academic year, the average SAT math score was 409.
Family and Community Engagement	Meeting sign-ins Number of parents accessing RealTime	During the 2011-2012 academic year, RealTime was accessed by parents a total of 11,426 times. During the 2012-2013 academic year, RealTime was accessed by parents a total of 27,173 times. During the 2013-2014

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Parent survey	academic year, RealTime was accessed by parents a total of 46,962 times. During the 2014-2015 academic year, RealTime was accessed by parents a total of 85001. Logs show increase in parent communication. Surveys show general satisfaction.
Professional Development	HSPA data SAT data Benchmark data Renaissance data Lesson Plans Curriculum Maps Formal and Informal Evaluations	In HSPA language arts literacy, 96% of the total population of the 2015 cohort were proficient (combined proficient and advanced proficient scores) after three tests. During the 2014-2015 academic year, 81 students from the entire student population were eligible to be a Renaissance card holder for three or more marking periods. During the 2014-2015 academic year, the average SAT Reading score was 407. In HSPA mathematics, 75% of the total population of the 2015 cohort were proficient (combined proficient and advanced proficient scores) after three tests. During the 2014-2015 academic year, 81 students from the entire student population were eligible to be a Renaissance card holder for three or more marking periods. During the 2014-2015 academic year, the average SAT math score was 409.
Leadership		
School Climate and Culture		
School-Based Youth Services		
Students with Disabilities	HSPA data SAT data Benchmark data Renaissance data	In HSPA language arts literacy, 57% of students with disabilities scored proficient. In HSPA mathematics, 14% of students with disabilities scored proficient. By the senior year, all students with disabilities take the SAT at least once.
Homeless Students		
Migrant Students		
English Language Learners		
Economically Disadvantaged		

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? ? As part of the overall charter school monitoring process, Camden Academy Charter High School is required to keep accurate data in the following areas: mission, academic/non-academic goals, student, parent and staff participation and satisfaction, diagnosis/tracking/reporting of student achievement, curriculum development, monitoring and revision, discipline/enrollment trends, student/staff mobility trends, professional development needs, program evaluation, staff supervision/evaluation, administrator/board evaluation. Each year the Board of Trustees establishes measurable objectives. Each year the administration is authorized to create staff committees to monitor growth toward meeting the objectives and to create corrective action plans when objectives are not met. The 2015-2016 Stakeholder/Schoolwide Committee utilized a staff and parent surveys, standardized test data analysis, participation/eligibility for Renaissance program and ad hoc discussions with stake holders. The committee is also reviewing SGOs.
2. What process did the school use to collect and compile data for student subgroups? Data is taken from various sources including SAT scores, PSAT scores, NJASK8 scores, ACT scores, and HSPA scores. This data is disaggregated for each subgroup for analysis. Also, historical data discussed with guidance counselors, teachers, Child Study Team.
3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? The data from the collection methods are both valid and reliable because student data is recorded, charted, and graphed longitudinally. Further, various scores are analyzed and disaggregated including NJASK8, HSPA, PSAT, SAT, ACT.
4. What did the data analysis reveal regarding classroom instruction? The rigor of classroom instruction continues to increase. Time is being used more efficiently with better planning styles and strategies. Also, assessments are more aligned with Common Core Standards.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? The data reveal that continuing to create curriculum diary maps, reviewing the maps in subject groups, revising curriculum, and comparisons to NJ State Model Curriculum continues to be effective. Reviewing the states model curriculum helps to ensure our curriculum is best aligned to the Common Core. Further, continuing to use and enhance the Understanding by Design backwards planning format, teachers are planning more efficient and effective lessons thus covering more content. In addition, teachers are using assessments more effectively because of the backwards planning.

6. How does the school identify educationally at-risk students in a timely manner? First, the High School/Middle School Transitions Counselor reviews each in-coming student's file as well as makes contact with the parents to see if there are any indications a student may be at-risk. Students are immediately identified as potentially being educationally at-risk through their eligibility for free and reduced lunch. Also, all incoming Freshman for the 2015-16 academic year will be tested using the College Board's Ready Now program as an additional tool to analyze student starting points. Further, upon availability, student records are evaluated including test scores. Further, during 9th grade orientation, all students are tested in basic Algebra skill, Language Arts Literacy, and Spanish for appropriate placements. Finally, students identified by staff as having potential educational or social difficulties are recommended to the I&RS committee for evaluation. Also, alumni will now have a dedicated counselor to increase college retention and completion rates.

7. How does the school provide effective interventions to educationally at-risk students? Based on the results of various assessment measures, the educationally at-risk student is provided with a targeted education plan as designed by the I&RS team. A case manager from the team is assigned to see that the recommendations are implemented and that those recommendations are effective. The students' progress is reported to the team and adjustments are made to the program as needed.

8. How does the school address the needs of migrant students? NA

9. How does the school address the needs of homeless students? NA

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? Each year during Summer Professional Development, which takes place two weeks before the start of the academic year, teachers meet and are presented with an overview of assessments from the previous year including average SAT and ACT scores, HSPA scores and other assessments data. This information is both disaggregated and followed longitudinally for analysis. The discussions take place as to what curricular improvements are warranted based on the data. Further, Benchmark Assessment Measures (BAMs) are created and administered throughout the academic year with the first approximately the fifth week of school. These BAMs are based on the Common Core State Standards as well as the NJCCS. Teachers are able to analyze the results of these formative assessments to help them make curriculum and classroom instruction decisions. Further, SGOs and measurement instruments are created at this time.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? As part of our Title I Schoolwide Program, we now have a High School Transition Counselor whose task it is to go beyond the duties of the 9th grade guidance counselor in helping students transition from middle school to high school. Part of this is the direct contact with each parent to ensure all paper work is completed. During a week of summer orientation, in-coming 9th graders participate in team building exercise as well as diagnostic mathematics, reading comprehension, writing, and Spanish testing for proper placement in 9th grade coursework.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? After data from surveys, assessments, academic department meetings, and administrative discussions were compiled and analyzed and discussed among the committee, the potential problems were prioritized by greatest need and logistical feasibility.

Provide a separate response for each question.

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2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Mathematics	Language Arts Literacy
Describe the priority problem using at least two data sources	Students' mathematics scores are continually below state benchmarks on HSPA and SAT as well as AccuPlacer college placement test.	Students are scoring poorly on the AccuPlacer college placement test and the SAT. While LAL scores on the HSPA are meeting AYP Benchmarks, students are not moving beyond that level.
Describe the root causes of the problem	Students lack basic skills to build upon	Students lack basic skills to build upon
Subgroups or populations addressed	All Students	All Students
Related content area missed (i.e., ELA, Mathematics)	Math	Language Arts Literacy
Name of scientifically research based intervention to address priority problems	The March-2-March program is not simply a "teach-to-the-test" program. The program begins in the freshman year and continues through the end of the senior year. Conclusion from the study, "A Study of Meyerhoff Scholars Program," states that strategies that promote student success include "comprehensively monitoring, mentoring, and advising students throughout their undergraduate career, rather than emphasizing only the freshman year." While this study focuses on primarily African-American college students, its tenants are easily adapted for the urban high school. The program consists of a 10 week afterschool math intensive	The March-2-March program is not simply a "teach-to-the-test" program. The program begins in the freshman year and continues through the end of the senior year. Conclusion from the study, "A Study of Meyerhoff Scholars Program," states that strategies that promote student success include "comprehensively monitoring, mentoring, and advising students throughout their undergraduate career, rather than emphasizing only the freshman year." While this study focuses on primarily African-American college students, its tenants are easily adapted for the urban high school. The program consists of a 10 week afterschool math intensive workshop, one-

	workshop, one-on-one tutoring before, during and after school, as well as college level courses during the school day.	on-one tutoring before, during and after school.
How does the intervention align with the Common Core State Standards?	The program aligns with NCCSS for Mathematics	The program aligns with NCCSS for Language Arts Literacy

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2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Risk Factors	Technology Literacy
Describe the priority problem using at least two data sources	Many students lack motivation to push themselves to excel. Many have tardiness issues as well as attendance issues or just poor study habits and a desire to take their education seriously.	With the influx of significant technology becoming more and more available to the staff and students, teachers, through surveys, PLCs, and departmental meetings, have expressed the need to become more proficient in the use of technology in the classroom for them as educators and expressed a desire for the students to increase their technology literacy.
Describe the root causes of the problem	Students do not see immediate tangible results of the work and expectations the school puts upon them.	Many staff and students are unfamiliar with how advanced technology can be effective in the classroom.
Subgroups or populations addressed	All students	All students and all staff
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	The Camden Academy Renaissance Program sets incentives to motivate students to increase their levels of academic performance and decrease discipline issues, absenteeism and tardiness. There are three levels of motivators: Platinum, Gold, and Burgundy. Platinum level are students who achieve straight As in a marking period and have no more than 1 unexcused absence, 3 tardies, no suspensions and less than three detentions. Gold level are students who have all As and Bs in a marking period, and have no more than 2 unexcused absence, 3 tardies, no suspensions and less than three	According to the study, "Technology's Edge: The Educational Benefits of Computer-Aided Instruction," students using technology in the classroom scored higher on standardized tests. Other research shows technology in the classroom also aids in the motivations for student learning.

	detentions. The Burgundy level are students who have all As, Bs, and Cs in a marking period and have no more than 3 unexcused absence, three tardies, no suspensions and less than three detentions. Rewards vary from attendance to special school events, field trips, among other rewards. The program also has a component to help students arrive on time every day. The Here On Time Team or HOTT sponsors a hot breakfast once a month for students who have been on time every single day.	
How does the intervention align with the Common Core State Standards?		

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
ELA	Students with Disabilities	Summer Orientations *"Best Summer Ever" Program Renaissance/Transitions through 8/9 Transition Counselor and a College Transition Counselor Naviance AccuPlacer	Marvin Jones Dean Johnson Guidance Department	SAT verbal and written score averages will increase at least 5% from the previous year. Renaissance eligibility will increase by 15%. Meeting Performance Targets Number and frequency of Naviance use.	Conclusion from the study, "A Study of Meyerhoff Scholars Program," states that strategies that promote student success include "comprehensively monitoring, mentoring, and advising students throughout their undergraduate career, rather than emphasizing only the freshman year." While this study focuses on primarily African-American college students, its tenants are easily adapted for the urban high school. Conclusions from 2012 study, "Use of Tablet Technology in the Classroom" states that use of tablets provides motivation and critical content learning, improves knowledge and skills, enhances collaboration and communication between students, produces a professional finished product, and allows ease of differentiation.
Math	Students with Disabilities	Summer Orientations *"Best Summer Ever" Program Renaissance/Transitions through 8/9 Transition	Marvin Jones Dean Johnson Guidance	SAT verbal and written score averages will increase at least 5% from the previous year. Renaissance eligibility will	Conclusion from the study, "A Study of Meyerhoff Scholars Program," states that strategies that promote student success include "comprehensively monitoring,

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
		Counselor and a College Transition Counselor Naviance AccuPlacer	Department	increase by 15%. Meeting Performance Targets Number and frequency of Naviance use.	mentoring, and advising students throughout their undergraduate career, rather than emphasizing only the freshman year." While this study focuses on primarily African-American college students, its tenants are easily adapted for the urban high school. Conclusions from 2012 study, "Use of Tablet Technology in the Classroom" states that use of tablets provides motivation and critical content learning, improves knowledge and skills, enhances collaboration and communication between students, produces a professional finished product, and allows ease of differentiation.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Summer Orientations *"Best Summer Ever"	Marvin Jones	SAT verbal and written score	Conclusion from the study, "A Study of Meyerhoff Scholars Program,"

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
		Program Renaissance/Transitions through 8/9 Transition Counselor and a College Transition Counselor Naviance AccuPlacer	Dean Johnson Guidance Department	averages will increase at least 5% from the previous year. Renaissance eligibility will increase by 15%. Meeting Performance Targets Number and frequency of Naviance use.	states that strategies that promote student success include "comprehensively monitoring, mentoring, and advising students throughout their undergraduate career, rather than emphasizing only the freshman year." While this study focuses on primarily African-American college students, its tenants are easily adapted for the urban high school. Conclusions from 2012 study, "Use of Tablet Technology in the Classroom" states that use of tablets provides motivation and critical content learning, improves knowledge and skills, enhances collaboration and communication between students, produces a professional finished product, and allows ease of differentiation.
Math	Economically Disadvantaged	Summer Orientations *"Best Summer Ever" Program Renaissance/Transitions through 8/9 Transition Counselor and a College Transition Counselor Naviance AccuPlacer	Marvin Jones Dean Johnson Guidance Department	SAT verbal and written score averages will increase at least 5% from the previous year. Renaissance eligibility will increase by 15%. Meeting Performance Targets Number and frequency of	Conclusion from the study, "A Study of Meyerhoff Scholars Program," states that strategies that promote student success include "comprehensively monitoring, mentoring, and advising students throughout their undergraduate career, rather than emphasizing only the freshman year." While this study focuses on primarily African-

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
				Naviance use.	American college students, its tenants are easily adapted for the urban high school. Conclusions from 2012 study, "Use of Tablet Technology in the Classroom" states that use of tablets provides motivation and critical content learning, improves knowledge and skills, enhances collaboration and communication between students, produces a professional finished product, and allows ease of differentiation.
ELA					
Math					

Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
ELA	Students with Disabilities	Summer Orientations *"Best Summer Ever"	Marvin Jones	SAT verbal and written score	Conclusion from the study, "A Study of Meyerhoff Scholars Program,"

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		Program Reading/Writing through technology Renaissance/Transitions through 8/9 Transition Counselor and a College Transition Counselor *Literacy Coach Naviance Alumni Counselor	Dean Johnson Guidance Department	averages will increase at least 5% from the previous year. Renaissance eligibility will increase by 15%. Meeting Performance Targets Number and frequency of Naviance use.	states that strategies that promote student success include "comprehensively monitoring, mentoring, and advising students throughout their undergraduate career, rather than emphasizing only the freshman year." While this study focuses on primarily African-American college students, its tenants are easily adapted for the urban high school. Conclusions from 2012 study, "Use of Tablet Technology in the Classroom" states that use of tablets provides motivation and critical content learning, improves knowledge and skills, enhances collaboration and communication between students, produces a professional finished product, and allows ease of differentiation.
Math	Students with Disabilities	Summer Orientations *"Best Summer Ever" Program Reading/Writing through technology Renaissance/Transitions through 8/9 Transition Counselor and a College Transition Counselor	Marvin Jones Dean Johnson Guidance Department	SAT verbal and written score averages will increase at least 5% from the previous year. Renaissance eligibility will increase by 15%. Meeting Performance Targets	Conclusion from the study, "A Study of Meyerhoff Scholars Program," states that strategies that promote student success include "comprehensively monitoring, mentoring, and advising students throughout their undergraduate career, rather than emphasizing only the freshman year." While this

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		*Literacy Coach Naviance Alumni Counselor		Number and frequency of Naviance use.	study focuses on primarily African-American college students, its tenants are easily adapted for the urban high school. Conclusions from 2012 study, "Use of Tablet Technology in the Classroom" states that use of tablets provides motivation and critical content learning, improves knowledge and skills, enhances collaboration and communication between students, produces a professional finished product, and allows ease of differentiation.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Summer Orientations *"Best Summer Ever" Program Reading/Writing	Marvin Jones Dean Johnson	SAT verbal and written score averages will increase at least 5% from the previous year.	Conclusion from the study, "A Study of Meyerhoff Scholars Program," states that strategies that promote student success include

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		through technology Renaissance/Transitions through 8/9 Transition Counselor and a College Transition Counselor *Literacy Coach Naviance Alumni Counselor	Guidance Department	Renaissance eligibility will increase by 15%. Meeting Performance Targets Number and frequency of Naviance use.	"comprehensively monitoring, mentoring, and advising students throughout their undergraduate career, rather than emphasizing only the freshman year." While this study focuses on primarily African-American college students, its tenants are easily adapted for the urban high school. Conclusions from 2012 study, "Use of Tablet Technology in the Classroom" states that use of tablets provides motivation and critical content learning, improves knowledge and skills, enhances collaboration and communication between students, produces a professional finished product, and allows ease of differentiation.
Math	Economically Disadvantaged	Summer Orientations *"Best Summer Ever" Program Reading/Writing through technology Renaissance/Transitions through 8/9 Transition Counselor and a College Transition Counselor *Literacy Coach Naviance	Marvin Jones Dean Johnson Guidance Department	SAT verbal and written score averages will increase at least 5% from the previous year. Renaissance eligibility will increase by 15%. Meeting Performance Targets Number and frequency of Naviance use.	Conclusion from the study, "A Study of Meyerhoff Scholars Program," states that strategies that promote student success include "comprehensively monitoring, mentoring, and advising students throughout their undergraduate career, rather than emphasizing only the freshman year." While this study focuses on primarily African-American college students, its

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
		Alumni Counselor			tenants are easily adapted for the urban high school. Conclusions from 2012 study, "Use of Tablet Technology in the Classroom" states that use of tablets provides motivation and critical content learning, improves knowledge and skills, enhances collaboration and communication between students, produces a professional finished product, and allows ease of differentiation.
ELA					
Math					

Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.					
Content Area Focus	**Target Population(s)**	**Name of Strategy**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)**
ELA	Students with Disabilities	Technology Literacy Effective use of technology in the	Marvin Jones, Dean Johnson,	Teacher informal and formal observations/evaluations Indication on amount of use in	According to the study, "Technology's Edge: The Educational Benefits of

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		classroom	Josh Fleig	lesson plans Teacher SGOs Benchmark assessments	Computer-Aided Instruction," students using technology in the classroom scored higher on standardized tests. Other research shows technology in the classroom also aids in the motivations for student learning.
Math	Students with Disabilities	Technology Literacy Effective use of technology in the classroom	Marvin Jones, Dean Johnson, Josh Fleig	Teacher informal and formal observations/evaluations Indication on amount of use in lesson plans Teacher SGOs Benchmark assessments	According to the study, "Technology's Edge: The Educational Benefits of Computer-Aided Instruction," students using technology in the classroom scored higher on standardized tests. Other research shows technology in the classroom also aids in the motivations for student learning.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.					
Content Area Focus	**Target Population(s)**	**Name of Strategy**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy** (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs				
ELA	Economically Disadvantaged	Technology Literacy Effective use of technology in the classroom	Marvin Jones, Dean Johnson, Josh Fleig	Teacher informal and formal observations/evaluations Indication on amount of use in lesson plans Teacher SGOs Benchmark assessments	According to the study, "Technology's Edge: The Educational Benefits of Computer-Aided Instruction," students using technology in the classroom scored higher on standardized tests. Other research shows technology in the classroom also aids in the motivations for student learning.
Math	Economically Disadvantaged	Technology Literacy Effective use of technology in the classroom	Marvin Jones, Dean Johnson, Josh Fleig	Teacher informal and formal observations/evaluations Indication on amount of use in lesson plans Teacher SGOs Benchmark assessments	According to the study, "Technology's Edge: The Educational Benefits of Computer-Aided Instruction," students using technology in the classroom scored higher on standardized tests. Other research shows technology in the classroom also aids in the motivations for student learning.
ELA					
Math					

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (*Evaluation*). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? The Title I Coordinator and the Principal of the school will be responsible for evaluating the schoolwide program. The review will be conducted internally. Reviews will take place quarterly.
2. What barriers or challenges does the school anticipate during the implementation process? The biggest anticipated challenge will be student attendance for the extended day/extended year programs. Incentives have been added to entice student participation.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? Buy-in from staff will be obtained by discussing the programs at staff meetings and inviting staff to participate in the planning and implementation of the programs. Also during the Summer Institute Professional Development program, staff will have the opportunity to construct lessons cooperatively to ensure each staff member has the opportunity to see what is going on schoolwide. Further, workshops will be held for parents to demonstrate uses of the programs during parent/teacher conferences.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Staff perceptions will be gauged through the use of surveys, department meetings, and Professional Learning Community meetings.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

5. What measurement tool(s) will the school use to gauge the perceptions of the community? Community perceptions of the programs will be gauged though surveys conducted during parent/teacher conferences.
6. How will the school structure interventions? Interventions will be structured through regular classroom time, after school, and during the summer.
7. How frequently will students receive instructional interventions? Interventions will be in the summer, after school during most of the academic year, and on-going in classrooms.
8. What resources/technologies will the school use to support the schoolwide program? Several technologies will be utilized to support the program including Nexus 10 and Samsung tablets, laptop computers, Chromebooks, and various applications, etc.
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? The school will use as quantitative data to measure the effectiveness of interventions benchmark assessments, SGOs, and standardized tests including PSAT, SAT, and ACT and AccuPlacer. We will begin using PARCC when available.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? The school will disseminate the results of the schoolwide program results through staff workshops presenting the resulting data as well as to parents during parent/teacher conferences. Also, information will be made available through an annual report that will be made available to all stakeholders.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	RealTime Chromebooks Naviance Transitions counselors	Grade level deans, guidance counselor	The number of parents using and the frequency of log-ins to electronic grade data systems including RealTime and Naviance will increase. Counselors logs indicating communication with parents. Participation in RealTime and Naviance usage training.	According to Reynolds, et. al.," the most consistent predictors of children's academic achievement and social adjustment were parent expectations of their child's educational attainment and satisfaction with their child's education at school. Data for this finding were collected from the sixth year evaluation of the "Longitudinal Study of Children at Risk," an ongoing study of low-income, minority children in the Chicago public schools."
Math	Students with Disabilities	RealTime Chromebooks Naviance Transitions counselors	Grade level deans, guidance counselor	The number of parents using and the frequency of log-ins to electronic grade data systems including RealTime and Naviance will increase. Counselors logs indicating communication with parents. Participation in RealTime and Naviance usage training.	According to Reynolds, et. al.," the most consistent predictors of children's academic achievement and social adjustment were parent expectations of their child's educational attainment and satisfaction with their child's education at school. Data for this finding were collected from the sixth year evaluation of the "Longitudinal Study of Children at Risk," an ongoing study of low-income, minority children in the Chicago public schools."

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	RealTime Chromebooks Naviance Transitions counselors	Grade level deans, guidance counselor	The number of parents using and the frequency of log-ins to electronic grade data systems including RealTime and Naviance will increase. Counselors logs indicating communication with parents. Participation in RealTime and Naviance usage training.	According to Reynolds, et. al.," the most consistent predictors of children's academic achievement and social adjustment were parent expectations of their child's educational attainment and satisfaction with their child's education at school. Data for this finding were collected from the sixth year evaluation of the "Longitudinal Study of Children at Risk," an ongoing study of low-income, minority children in the Chicago public schools."
Math	Economically Disadvantaged	RealTime Chromebooks Naviance Transitions counselors	Grade level deans, guidance counselor	The number of parents using and the frequency of log-ins to electronic grade data systems including RealTime and Naviance will increase. Counselors logs indicating communication with parents.	According to Reynolds, et. al.," the most consistent predictors of children's academic achievement and social adjustment were parent expectations of their child's educational attainment and satisfaction with their child's education at school. Data for this finding were collected from the sixth year evaluation of the "Longitudinal Study of Children at Risk," an

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				Participation in RealTime and Naviance usage training.	ongoing study of low-income, minority children in the Chicago public schools."
ELA					
Math					

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? The family and community engagement program will help address priority problems by more frequent communication between school (guidance, teachers, administrators) and home through the use of tablets as well as more frequent use of RealTime and Naviance.
2. How will the school engage parents in the development of the written parent involvement policy? School wide and grade level parent meetings.
3. How will the school distribute its written parent involvement policy? Through mailings home and school's website.
4. How will the school engage parents in the development of the school-parent compact? Schoolwide and grade level parent meetings. Communication through RealTime and Naviance.
5. How will the school ensure that parents receive and review the school-parent compact? The compact is available on the school's website. Also, prior to each parent/teacher report card night (three times/year), phone calls home will be made by the guidance counselors reminding parents of the conferences and asking whether they had received the compact.
6. How will the school report its student achievement data to families and the community? Published annual report made available to the public. Also, information will be disseminated at parent meetings.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? Letter home, annual report, school report card.

8. How will the school inform families and the community of the school's disaggregated assessment results? School report card as well as parent meetings.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? Schoolwide and grade level meetings as well as a parent survey.

10. How will the school inform families about the academic achievement of their child/children? Report cards, progress reports, RealTime portal, phone calls, parent/teacher conferences, and through Naviance.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? NA

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	47 100	One of our strategies to attract highly-qualified teachers is to work with the Teach for America program. Our school network has hosted summer training for the past two years. We have found that the majority of TFA teachers stay with us two to five years beyond their two year commitment. An effective strategy to retain staff is a strong mentoring program for new teachers.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	NA	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	NA	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	NA	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible